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GOVERNOR

STATE OF MAINE
DEPARTMENT OF EDUCATION
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AUGUSTA, MAINE
04333-0023

ANGELA FAHERTY, Ph.D.
COMMISSIONER

EXHIBIT: XI.A.

TO: Members of the State Board of Education

FROM: Angela R. Faherty, Ph.D., Commissioner*

DATE: November 10, 2010

SUBJECT: Resolve to Establish Performance Clarifications, as Regards Chapter 114, Standard 4 Diversity, in upcoming educator preparation program approval visits until such time as changes to the standards and procedures are adopted as requirements in regulation.

BACKGROUND: Given the performance standards contained in Chapter 114, *PURPOSE, STANDARDS AND PROCEDURES FOR THE REVIEW AND APPROVAL OF PREPARATION PROGRAMS FOR EDUCATION PERSONNEL* the unit performance standard most in need of clarification and programmatic specificity is that regarding diversity. As an aid to Maine's educator preparation program administrators and faculty as well as to program review team members, the following resolution and performance delineations are offered for consideration by the Board.

RECOMMENDATION: That the State Board of Education adopt the proposed resolution as Regards Chapter 114, Standard 4 Diversity, and that the proposed performance delineations regarding Standard 4 Diversity be employed, commencing in Fall 2011, with educator preparation program approval visits until such time as changes to Chapter 114 standards and procedures are adopted as requirements in regulation.

*Prepared by Harry Osgood, Higher Education Specialist

Maine State Board of Education

Motion to adopt the following resolution:

“Whereas the State Board of Education will be undertaking a revision of standards and procedures for approval of educator preparation programs based upon candidate performance, and...

Whereas the revised standards and procedures embedded in Chapter 114 will include better clarity as to the “unacceptable”, “acceptable” and “target” levels of unit performance in meeting State Board performance standards, and...

Whereas, at this time, the unit performance standard most in need of clarification and specificity is that regarding diversity,

The State Board of Education directs the Department of Education to formally employ the following unit performance clarifications, as regards Standard 4 Diversity, in upcoming educator preparation program approval visits until such time as changes to the Chapter 114 standards and procedures are adopted as requirements in regulation.”

Adopted by the Maine State Board of Education on November 10, 2010

Maine Educator Preparation Programs - Unit Performance Clarifications

Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES

UNACCEPTABLE

The unit has not articulated candidate proficiencies related to diversity identified in the unit’s conceptual framework. The curriculum and field experiences for the preparation of educators do not prepare candidates to work effectively with diverse populations, including English language learners and students with exceptionalities. Candidates do not understand the importance of diversity in teaching and learning. They are not developing skills for incorporating diversity into their teaching and are not able to establish a classroom and school climate that values diversity. Assessments of candidate proficiencies do not include data on candidates’ ability to incorporate multiple perspectives into their teaching or service, develop lessons or services for students with different learning styles, accommodate linguistically and culturally diverse students and students with exceptionalities, and communicate effectively with diverse populations.

ACCEPTABLE

The unit clearly articulates proficiencies related to diversity identified in the unit's conceptual framework that candidates are expected to develop during their professional programs. Curriculum and field experiences provide a well grounded framework for understanding diversity, including English language learners and students with exceptionalities. Candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities. Candidates connect lessons, instruction, or services to students' experiences and cultures. They communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences. Candidates incorporate multiple perspectives in the subject matter being taught or services being provided. They develop a classroom and school climate that values diversity. Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn. Candidate proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.

TARGET

Curriculum, field experiences, and clinical practice promote candidates' development of knowledge, skills, and professional dispositions related to diversity identified in the unit's conceptual framework. They are based on well developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures. They challenge students toward cognitive complexity and engage all students, including English language learners and students with exceptionalities, through instructional conversation. Candidates and faculty regularly review candidate assessment data on candidates' ability to work with all students and develop a plan for improving their practice and the institution's programs.

EXPERIENCES WORKING WITH DIVERSE FACULTY

UNACCEPTABLE

Candidates in conventional or distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty who are from one gender group or are members of only one ethnic/racial group. Professional education and school faculty have limited knowledge and experiences related to diversity. The unit has not demonstrated good-faith efforts to recruit and maintain male and female faculty from diverse ethnic/racial groups.

ACCEPTABLE

Candidates in conventional and distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty, both male and female, from at least two ethnic/racial groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities. Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty diversity.

TARGET

Candidates in conventional and distance learning programs interact with professional education faculty, faculty in other units, and school faculty from a broad range of diverse groups. Higher education and school faculty with whom candidates work throughout their preparation program are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.

EXPERIENCES WORKING WITH DIVERSE CANDIDATES

UNACCEPTABLE

Candidates engage in professional education experiences in conventional or distance learning programs with candidates who are from one gender group or from the same socioeconomic group or ethnic/racial group. Unit activities for candidates do not encourage or support the involvement of candidates from diverse populations. The unit has not demonstrated good-faith efforts to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.

ACCEPTABLE

Candidates engage in professional education experiences in conventional and distance learning programs with male and female candidates from different socioeconomic groups, and at least two ethnic/racial groups. They work together on committees and education projects related to education and the content areas. Affirmation of the value of diversity is shown through good-faith efforts the unit makes to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.

TARGET

Candidates engage in professional education experiences in conventional and distance learning programs with candidates from the broad range of diverse groups. The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in classes, field experiences, and clinical practice. Candidates reflect on and analyze these experiences in ways that enhance their development and growth as professionals.

EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P-12 SCHOOLS

UNACCEPTABLE

In conventional or distance learning programs, not all candidates participate in field experiences or clinical practices with exceptional students and students from diverse ethnic/racial, gender, language, and socioeconomic groups. The experiences do not help candidates reflect on diversity or develop skills for having a positive effect on student learning for all students.

ACCEPTABLE

Field experiences or clinical practice for both conventional and distance learning programs provide experiences with male and female P-12 students from different socioeconomic groups and at least two ethnic/racial groups. Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice to develop and practice their knowledge,

skills, and professional dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

TARGET

Extensive and substantive field experiences and clinical practices for both conventional and distance learning programs are designed to encourage candidates to interact with exceptional students and students from a broad range of diverse groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers.

SUPPORTING EXPLANATION:

America's classrooms are becoming increasingly diverse; over 40 percent of the students in P–12 classrooms are students of color. Twenty percent of the students have at least one foreign-born parent, many with native languages other than English and from diverse religious and cultural backgrounds. Growing numbers of students are classified as having disabilities. At the same time, teachers of color are less than 20 percent of the teaching force. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Therefore, all teacher candidates must develop proficiencies for working effectively with students and families from diverse populations and with exceptionalities to ensure that all students learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and the world, professional dispositions that respect and value differences, and skills for working with diverse populations.

One of the goals of this standard is the development of educators who can help all students learn or support their learning through their professional roles in schools. This goal requires educators who can reflect multicultural and global perspectives that draw on the histories, experiences, and representations of students and families from diverse populations. Therefore, the unit has the responsibility to provide opportunities for candidates to understand diversity and equity in the teaching and learning process. Coursework, field experiences, and clinical practice must be designed to help candidates understand the influence of culture on education and acquire the ability to develop meaningful learning experiences for all students. Candidates learn about exceptionalities and inclusion, English language learners and language acquisition, ethnic/racial cultural and linguistic differences, and gender differences, and the impact of these factors on learning. Proficiencies, including those related to professional dispositions and diversity, are drawn from the standards of the profession, state, and institution. Candidates are helped to understand the potential impact of discrimination based on race, class, gender, disability, sexual orientation, and language on students and their learning. Proficiencies related to diversity are identified in the unit's conceptual framework. They are clear to candidates and are assessed as part of the unit's assessment system.

Field experiences and clinical practice support the development of educators who can apply their knowledge of diversity, including exceptionalities, to work in schools with all students. They provide opportunities for candidates to reflect on their observations and practices in schools and communities with students and families from diverse ethnic/racial, language, gender, and socioeconomic groups. Clinical faculty design learning experiences for candidates to help them process diversity concepts and provide feedback to them about their performance. Teachers in advanced programs are expected to complete field experiences in educational settings with diverse populations.

A cohort of candidates and faculty from diverse groups informs the unit's curriculum, pedagogy, and field experiences in culturally meaningful ways. Diverse faculty and peers assist candidates in addressing

teaching and learning from multiple perspectives and different life experiences. It provides for different voices in the professional development and work of the education profession. The greater range of cultural backgrounds and experiences among faculty and candidates enhances understanding of diversity. In this regard, the unit recruits, admits or hires, and retains candidates and faculty from diverse populations. A plan that is monitored and revised regularly may provide guidance in ensuring and maintaining diverse representation.

Candidates have the opportunity to interact with adults, children, and youth from their own and other ethnic/racial cultures throughout their college careers, and particularly in their professional preparation programs. Candidates, higher education faculty, school faculty, and P-12 students with whom candidates work are from diverse ethnic/racial, language, gender, and socioeconomic groups. Candidates also have opportunities to work with adults and students with exceptionalities.